**COLLEGE ENGLISH ALIGNMENT GUIDE PLAN**
**CETYS UNIVERSIDAD, TIJUANA CAMPUS**

I.    Purpose and Mission

This plan must have a comprehensive design for effectively aligning to the Mexicali College English program the Tijuana Campus College English functioning, including instruction, assessment, classroom management, professional development, stakeholder involvement, and college management, that aligns the college's curriculum, technology, and professional development into a college-wide reform plan designed to enable all students to meet challenging content and performance standards. This alignment plan will directly address needs that have been identified through a needs assessment process.

   A. Needs Assessment was conducted by the following personnel: George Bonilla (Dean of Instruction), Gustavo González (Academic Operations' Director), Raquel Espinoza and Vanessa Bolaños (College English Instructors).
   B. The following questions will be considered to help start the process. However, this section should be used last to help evaluate whether the plan is working or not. Here are some guiding questions:
      1. Does the plan articulate how each of the individual pieces fit into the identified goals for meeting adequate biannual progress?
      2. Does the plan adequately address the needs of all students, as well as students identified as needing improvement?
      3. Do they appear to have consensus from all stakeholders in terms of the method they have chosen to employ to increase student achievement?

II.   Needs Assessment
A needs assessment was conducted and many areas pertinent to aligning current College English practices at Campus Tijuana with Campus Mexicali were considered and College English personnel at Campus Mexicali were consulted. A set of guiding questions were used to help the team consider areas to align and improve. Following are the guiding questions and what was concluded it would be needed for College English alignment and improvement at Campus Tijuana.

   A. Identify the current system of monitoring College English improvement activities.

      Currently College English monitor students' improvement using a combination of the following:

      Individual teacher exams, quizzes, homework (Reading and writing activities), listening and speaking classroom activities and some portfolio

work. However, these activities are inconsistent among teachers and there is currently no teacher monitoring system setup to help with connecting these activities to the learning that might be taking place.

The above activities will be reinforced and monitored by teachers Raquel and Vanessa using, as a minimum, the following tools:

1. Departmental exams—Midterm and Exit Exams will be worth 20% of the final grade. The Exit Exam will include a speaking evaluation component.
2. Teachers will create weekly lesson plans that connect textbook to the teaching and learning activities in the classroom. All lesson plans will be reviewed and approved by Raquel and/or Vanessa.

B. How is College English evaluating their current instructional methods and strategies for extended time for struggling students
We need to learn strategies and methods used in College English Mexicali to help students that need additional help to bring them to up their appropriate English level.

C. Current method for progress monitoring
Although teachers report individual student progress by way of exams there will be a concerted effort for Raquel and Vanessa to meet with every teacher no less than three times during the semester (Beginning, middle and before end of semester) to document student improvement and to identify students in need of additional assistance. Once our database is setup and running it will be possible for teachers to enter student progress in the electronic system for easy access by College English personnel.

D. Current method for evaluating classroom management
There is no method of helping teachers to improve their classroom management skills, therefore, beginning in January of 2012 strategies for classroom visits and observation of teachers will be implemented for the purpose of helping teachers to improve and/or learn new strategies. There will also be two (non optional) Teacher Professional Development days every semester beginning in January 2012.

E. Plan for evaluating professional development/mentoring program.
To be instituted by Dirección Académica in consultation College English Mexicali to see if they can assist with professional development activities directed toward English teachers.

Two areas need to be offered to English teachers starting in the Spring of 2012: 1) How to mentor students, and 2) How to improve your own teaching skills.

F. Stakeholders such as all academic areas as well as those directly involved with students such as CEDE, Escolar, Vida Estudiantil as well as parents, will be informed by appropriate and effective means and their support will be sought to understand that although College English fees are waived by the university student attendance and successful completion of all six[1] levels is mandatory. Those students failing any level of English are required to pay to retake the course.

The new College English Administrative Assistant at Campus Tijuana will be in charge of contacting parents to get their help. Additionally, a welcome letter will be send on behalf of College English to parents making them aware of the importance of the English language for student success. For example, the letter could include parents responsibilities; costs to parents if students fail the course level; no titulación if the student fails to pass all English levels, etc.

G. Explain the existing method of administrative management/oversight of College English activities related to student achievement
College English is directly supervised by Operación Académica (OA) which in turn is supervised by Dirección Académica (DA). College English will continue to report directly to OA but for the foreseeable future will be in close supervision by DA.

H. Personnel needs to support the mission of College English
1) Administrative Assistant, hired in May 2011.
2) College English classes are too large to ensure success of the students and the teachers. The teachers are not properly trained to work "effectively" with large groups. College English currently serves about 370 students. If we are to be successful in assuring that egresados (graduates) of CETYS speak, write and read English at their professional level we need to ensure quality in English courses by, among other things, keeping students in groups of 20 to one teacher. At current student levels we will need a total of 19 teachers including the 7 we already have.

III. Evaluation Strategies: Monitoring Implementation of This Plan
Included in this section will be:

A. Database implementation (Mexicali database model)
Gustavo Gonzalez (OA) will contact Informatica to make this a reality no later than August 2011.

B. Current and past student enrollment data in the six levels of English. Vanessa will work with Gustavo González to have the design (fields) of

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[1] I know we currently do not have six levels of English in our campus but we will follow Mexicali's lead and implement the "introductory" level.

the data we need to collect.

C. Current data on teachers involved with College English including teachers' evaluations
Vanessa will work with Gustavo González to ensure that the College English Mexicali database will cover all the data we need to collect.

D. Include description of goals, activities, a timeline, and measurable outcomes. I will include a plan to measure the outcomes that will indicate that College English is progressing toward
    1. Improving the program
        a. Syllabi revisions (all six English levels),
        b. Revision of teaching materials,
        c. Stay in close communication with Mexicali,
        d. Closer teacher supervision in terms of classroom management and performance for the express purpose of helping teachers to be successful in their classrooms. One must not concentrate on supervising individual lessons but rather on improving the effectiveness of curriculum units.

    2. Improving student achievement in all six levels
        a. Close monitoring using the tools we've talked about in above paragraphs
        b. Establish a College English Tutoring Program
        c. Selection and hiring of experienced and TEFL certified English teachers
        d. Teachers must submit their class plans for feedback and improvement
        e. Improve student motivation "everyone" must help (Escolar; Promociónes; Directores de Escuela; Coordinadores; maestros…)

    3. Improving teachers and staff professional development
        a. Dirección Académica will be responsible for establishing professional development for English teachers.
        b. Raquel and Vanessa will submit to DA their plan for professional development for them and all College English teachers no later than August 8, 2011.

E. Additional evaluation strategies. Here are some guiding questions:

    1. Established criteria (Standards) for knowing that you are making a difference and how you are making a difference?
        a. Student evaluations, peer evaluations, and supervisor evaluations will need to be aligned to show how teachers are making a difference.

b. The resulting triad evaluations, see below, will tell each teacher how well they are making a difference and therefore how the program is making a difference for students.
   - Self evaluation
   - Peer evaluation
   - Supervisor evaluation

   Plan de mejora del maestro
   (Monitorear en el salón, desarrollo de planes de lecciones, asignacion de tareas apropiadas para el nivel de los estudiantes…However, one must not concentrate on supervising individual lessons but rather on improving the effectiveness of curriculum units.)

2. Established criteria for monitoring the faculty and staff support of the plan?
   See item " i " below
3. Do our monitoring system address all essential topics?
4. Have we established criteria for formative evaluation throughout the year?
   We will have various ways to measure not only student learning but also teacher performance during each semester. For example, classroom observations, lesson plan evaluations, sharing of Best Practices, and others. We will need to sit down to develop Formative Evaluation criteria.

5. Is there a plan to monitor the quality of implementation of new curricular and intervention materials?
   Same as above for the new curriculum we're okay, but for intervention strategies and materials we need to 1) establish in-class interventions strategies (e.g. reading skills), and 2) Saturday 1 to 2 hours class, optional to students, for working on the skills of students that are not doing well in their Niveles.

6. Does your plan include a timeline of checkpoints to monitor goals and activities?
   Yes, we will be setting timeline of check points to monitor "each" English level goals and activities.

7. Does your timeline include celebrations of success?
   Yes!

8. Do you have a plan for addressing implementation barriers among all stakeholders?
   The office of the Dean of Instruction, Campus Tijuana, will be working to develop a plan to help College English sail smoothly

through barrier at the Campus level.

9. Does your monitoring plan include shared leadership?
   Yes.

- Instruction: Instructional Methods, Strategies and Extended Instructional Time, Curriculum Materials

  Tier 1—This component of the plan will describe the system currently in place and proposed changes to College English in the areas of core curriculum, teaching materials, teaching pedagogy and strategies, and teachers' qualification for teaching at College English.

  Tier 2—Particular attention will be given to how the assessment plan creates a safety net that triggers interventions for students who are identified, at any level, as needing additional practice, time, and or instruction. The importance of this tier is not to let "any" student fall in between the cracks. This will be accomplished through frequent monitoring of all six levels of English where students are enrolled.
  If a full-time student works or participates in sport activities, how do we ensure that the student meets their academic obligations to their study programs including their English levels? We need to find an answer to this question.

  Tier 3—This tier will be setup to allow for those students that require intensive intervention to bring them to their appropriate English level and maintain their achievement before they are allowed to proceed to the next level.
  If a full-time student works or participates in sport activities, how do we ensure that the students meet their academic obligations to their study programs including their English levels? We need to find an answer to this question.

  These interventions should be described in terms of time, materials, instructional strategies and personnel resources.

Here are some more guiding questions:
- Does the assessment plan produce data that continuously inform administrators, English teachers, staff and parents about the achievement of students?  All the existing data in individual computers needs to be merge to the CIA database.
- Does your existing assessment plan properly identify students in need of intervention?
  We will be adopting the College English Assessment Plan of Campus Mexicali.

- Have you identified the core and intervention materials that will meet the needs of students?
  We will be using the same teaching and intervention materials used by Campus

Mexicali to help students in need such as reinforcing areas of weakness.
In the near future we could partner with SDSU EFL department to help train our teacher in special intervention techniques.

- Have you documented the research base of selected interventions that shows evidence of success with the students?
  We plan to explore this area in the near future perhaps through our American partner universities such as SDSU and SBSU.

- Does the schedule create time for students in need of additional scaffolding and support?
  We need to create time and schedule that supports students, 1) after class, 2) before class, and 3) on Saturdays. Presently our student support is too limited.

- Does your instructional staff collaborate to provide support to one another and to provide appropriate and timely interventions?
  No, but we may need to offer extra hours to teachers that get involved in any type of intervention –Interventions are not part of part-time teachers' teaching load.

- Are your most skillful teachers providing instruction to the students most at-risk?
  Yes and no. Because most or our English teachers are not 1) TESL certified, and 2) are not experts in the appropriate areas, for example, reading, writing and comprehension areas.

- Do you have a plan for planning time, professional development and appropriate follow through support as you consider changes in time, materials, strategies and resources?

  In August of 2011 Campus Tijuana will be establishing a TESL program to help certify CETYS teachers. We need to establish a time line for certification. For example, five teachers to be certified by August of 2012, and another five by August 2013.

- Who will manage the interventions, data collection and monitoring of the fidelity of implemented programs and materials?
  College English personnel.

- Who will monitor placement of students in interventions and plan for transitioning them out of interventions appropriately?
  College English personnel.

- Is your instructional plan coherent?
  We are in the process of building an Instructional Plan.

IV. Assessment Plan
An ongoing assessment plan will be developed and will take the form of a Formative Assessment plan in which students in tier 2 and 3 will be frequently monitored during the semester. An end of year summative assessment will include the results of the fall and spring semesters and an assessment report will be produced.

Some of the guiding questions we might use to help us develop the assessment plan are:

- Does your assessment plan utilize data to identify program weakness?
- Does your assessment plan utilize data to evaluate the efficacy of interventions?
- Does your assessment plan utilize data to identify individual student needs?
- Does your assessment plan differentiate the regularity of assessment for at and above English-level (benchmark), near English-level (strategic learners), and students who are one or more English-levels behind (intensive)?
- Have you linked instructional decision-making to the continuous assessment plan?
- How will your assessment information be shared with stakeholders including parents?

V. Classroom Management
The plan should include a methodology for collecting current classroom management practices. It will also contain information regarding professional development in the area of management techniques learned by teachers either on campus or out of campus.

VI. Professional Development and Mentor Program
Professional development and mentoring are not optional. A successful alignment of the College English Program will not only include ongoing in-house and off campus professional development but also teacher certification offered by the Mexicali campus that will be offered in our campus August 2011. All teachers will be certified or recertified in TESL by the Mexicali campus system.

VII. Stakeholders Involvement
The plan will include specific objectives and activities to increase student, parent, College Directors and Career Coordinators to make sure they understand the need for student success in College English. Students will be required to move from the introductory English level to the sixth level in a systematic and sequential manner without any break in the program.

Any existing rules that may allow students to bypass or skip any English level will be reviewed and changed as needed to support the Academic success of the students. As of today "only" the Dirección Académica (Dean of Instruction) will

consider "special" cases of College English students.

VIII. College English Management
The leadership and management of the College English program will rest at the Dirección Académica of the campus. Operación Académica will supervise operational issues, and teachers Raquel and Vanessa will provide guidance as necessary to supervise academic activities. It is important to note that the method for realigning College English will include a method for continuous improvement and shared leadership in which everyone will be expected to participate.

IX. Coordination of Resources (Budget)
The office of the Dean of Instruction working hand in glove with the Director of Campus Operations will implement all budgetary policies for College English.

We will need to list all budget items that will support the realigning of College English to include personnel resources as well as technology, classroom, training, etc.

Conclusión: Existe una propuesta por parte del Centro de Idiomas Campus Mexicali para apoyar por dos semestres al College English del Campus Tijuana para traerlo al nivel del College English de Mexicali con mas rapidez que si lo hiciésemos sin este apoyo. Esta propuesta esta siendo evaluada basado en costos.